DOCUMENT RESUME

ED 181 244 CE 023 738

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TITLE A Primary Teachers Guide to the Use of Basal Reader Stories for Teaching an Awareness of Career and Consumer Education Goals. Economy Basal Reader: Keys to Reading. Grades 1-3. Price Elementary School.
INSTITUTION Linn-Benton Education Services District, Albany, Oreg.
SPONS AGENCY Oregon State Dept. of Education, Salem.
PUB DATE 79
CONTRACT 22-650-145
NOTE 78p.

EDRS PRICE MF01/PC04 Plus Postage.
DESCRIPTORS *Career Awareness; *Career Education; *Consumer Education; Course Content; *Curriculum Development; *Elementary Education; Learning Activities; *Short Stories; Teaching Guides
IDENTIFIERS *Basal Readers

ABSTRACT

Designed to increase the students awareness that career and consumer education goals relate to the rules of worthwhile play and learning situations, this teacher's guide provides dialogue and activities based on existing concepts and content within the basal reader. The guide begins with lists of career education goal statements and consumer education goal statements. The remainder of the guide contains story scripts for twenty-five stories within the basal reader. Each story script is further divided into four parts: (1) career and consumer education goals, (2) relationship of the story to goals, (3) suggested teaching procedures, and (4) related activities. The guide concludes with a cross-reference of goals with concept-description terms and stories in the basal reader. (LRA)

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A PRIMARY TEACHER'S GUIDE TO THE USE OF BASAL READER STORIES FOR TEACHING AN AWARENESS OF CAREER AND CONSUMER EDUCATION GOALS

ECONOMY BASAL READER
Keys To Reading

Grades 1-3

Price Elementary School

An Adaptation Of A Model Program Developed By:

Portland Public Schools, Area III
Dr. Ralph C. Hodges, Director

A Promising Practices Dissemination Project at Linn-Benton Educational Services District in Co-Operation with Oregon Department of Education.

RESEARCH AND EXEMPLARY UNIT

1977-1979

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Price Elementary School
Albany, OR.

CE 023 738

State: Oregon
Contract No.: 22-650-145
Project No.: R-M-1-79
Sec. 131: $1,905.44 (FY 78)

Principal-Coordinator:

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PURPOSE

The awareness of social and economic realities is a necessary component of Primary Curriculum. The persons involved in the development of this guide are committed to the belief that this can best be done through adaptation of existing textbooks and materials. An effort has been made to develop dialogue and activities based on existing concepts and content within the basal reader to teach Career and Consumer Education concepts.

Analysis of the existing story lines provided substantial content, ordinarily used solely to teach reading, that was adaptable for use in instruction of Career and Consumer Education. The story scripts that were developed adhere closely to the story line written by the authors. A primary goal of implementation for this guide is increased awareness by the students that the Career and Consumer Education Goals relate to the rules of worthwhile play and learning situtations.

PROCEDURES FOR USE OF GUIDE

The teaching scripts within this guide differ substantially from the objectives of the usual Basal Reader Guidebook. Little background knowledge is expected of the student prior to study of the story, as little Career or Consumer terminology is used within the stories. Story scripts are to be used specifically for teaching the objectives related to Career and Consumer awareness.

FOREWORD

This guide is the result of a two year effort by the staff of Price Elementary School. The first year was devoted to adapting the original project for a new setting and planning for its implementation into the curriculum. The second phase (1978-79) was devoted to implementing the project into the classrooms of Price Elementary School.

As a result of findings made during the implementation process, some revisions were needed to make the practice compatible with its new setting.

This modification of the original promising practice should make it more easily transported into a third generation project while retaining all of the key concepts that made it exemplary in Portland Public Schools. It is the desire of the project team to have other school districts benefit from the developmental efforts of the past two years. For that reason, Judy Marchel and Jeanne Madesh have given their finest efforts to develop this guide. Their greatest compensation will result when other schools adopt and complement this practice.

Dr. Ralph Hodges, developer of the original project, served as a consultant for making the needed modifications of this promising practice. Dr. Hodge's assistance was instrumental in converting to a different basal reading series than was used in the Portland Project.

By: Ada Fancher

CAREER AND CONSUMER EDUCATION GOALS

The following goal statements were selected by Price Elementary School teachers during 1977-78. These goals were considered as those of greatest importance in creating an awareness for career and consumer education concepts among children in grades 1-3.

Career Education Goal Statements

THE STUDENT KNOWS:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

c. about the varying aptitudes, interests and abilities within group situations.

2 a. the personal, social, economic and political reasons for work in our society.

b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

c. that in our society a person is dependent on the goods and services of others for welfare and survival.

d. the physical and psychological reasons for work and leisure activities.

e. that individuals can learn to function effectively in a variety of job roles.

Consumer Education Goal Statements

THE STUDENT WILL:

1. Decision Making

a. identify sources of information.

b. develop skills in use of information

c. relate resources to needs and wants.

d. identify and appiy the skills of the decision-making process.

e. identify basic principles of financial planning.

2. Influences on decision-making

a. know the meaning of basic terms used in consumer education.

b. recognize the relationship of supply and demand.

c. analyze consumers' rights to reasonable safety and quality in products.

d. identify ethical business practices.

e. identify the influence of cultural, economic and social factors on personal values.

Reading Comprehension Statement

Reading comprehension goal statements are not addressed in this project because of the limitation of appropriate questioning and related activities which were dictated by the events and interpretations evidenced by story content. A taxonomy of reading comprehension was used as a basis for the questioning process, which, in turn, was used as the vehicle to transmit career and consumer education concepts.

GUIDE TO LOCATION OF STORIES

Stories by Levels	Location in Textbook	Location in Guide
Level Two - Pug		
"The Boat"	55-58	8-9
"Pug and the Frog"	73-76	10-11
Level Three - Sun Tree		
"The Big Stand"	27-32	12-14
Level Five - Green Feet		
"Pets at School"	43-47	14-16
"The Box of String"	93-98	17-18
Level Six - Blue Dilly Dilly		
"Five Shiny Pennies"	53-58	19-20
"Angelo and the Big Rig"	81-88	21-22
"Push Button Bobby"	153-158	22-24
"The Crossover Lady"	165-171	25-26
Level Seven - Curbstone Dragon		
"Knock Them Down Put Them Up"	95-100	27-29
"Take Care of Cristy"	109-116	30-32
"Peanut Party"	137-142	33-34
"Little Jeff"	175-182	35-36
"The Popcorn Dragon"	235-242	37-38

Stories by Levels	Location in Textbook	Location in Guide
Level Eight - Mustard Seed Magic		
"Too Many Books"	51-58	39-40
"Fisherman to Farmer	81-87	41-42
"Steve Becomes a Riverman"	113-117	43-44
"Flower Street"	155-163	45-46
Level Nine - Air Pudding		
"Any Old Junk"	19-28	47-48
"By Flume to Chico"	189-198	49-50
"Snowshoe Thompson"	199-204	51-52
Level Ten - Mysterious Wisteria		
"Beyond the Footlights"	113-120	53-54
"Song of Empty Bottle"		
Part II: To Buy a Guitar	162-166	55-56
"Seal of Frog Island"		
Part I: Ashore	199-207	57-58
Part II: Lighthouse Trouble	208-214	59-60

Book: Pug (Level 2, PP 1) Economy - Keys to Reading

Story: "The Boat", pgs. 55-58 (TE p. 195)

I. Career and Consumer Education Goals

A. The Student knows:

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

1 c. about the varying aptitudes, interests and abilities within group situations.

B. The Student will:

2 e. identify the influence of cultural, economic and social factors on personal values.

II. Relationship of the story to goals

Ted is showing Don and Joe that he can sail his toy sailboat. It becomes lodged against a rock. He asks Don and Joe to help free his boat; however it is Pug who unexpectantly retrieves the boat.

III. Suggested teaching procedures

A. Vocabulary: boat, Don, it, Joe, sail, the, here

B. Preparatory Remarks:

1. Has anyone ever needed help, but not known who to ask?

2. Sometimes persons who should help do not know how. (Do not have skills.)

3. In our story Ted needs help. Let's read to find who helps Ted.

C. Discussion:

1. Who is talking to Don and Joe?

2. Do you think Ted is proud of his boat and the way he can sail it? Read the sentence that makes you think so?

3. What happened to the boat to prevent Ted from sailing it?

4. Who did Ted ask to help him? Why weren't they able to help him?

5. Do you think the boys should try to get the boat? Why or why not?

6. What safety rules should the boys remember in this situation?

7. Who actually saved the boat?

8. How was Pug able to get the boat when the boys couldn't?

9. What would have happened if the boys had gotten wet?

10. Why do you think Pug wanted to help Joe, Don and Ted? What other things do you think Pug would have carried for Ted?

11. Why did the boys work so hard to get the boat? What do you think Ted's parents would say if he had lost the toy sailboat?

IV. Related Activities

A. Using triad groupings build sailboats.

B. Brainstorm all the safety rules needed when people are going to be near water. Invite someone with knowledge of water safety to speak to the class. Discussion should center on water play safety. Compare the list the class made with what they learned about water safety. Add or delete where necessary.

C. Go on an outing to sail the boats at a nearby pond or stream. Upon returning evaluate the class behavior in terms of the water safety rules.

D. Take a field trip to visit a boat yard learning how ships are built. Tour available boats and ships learning their differences.

E. Invite a spokesperson from Navy or Coastguard to talk about the different types of ships and jobs required to operate them. Have the children write about a job they would like, then illustrate their stories.

Book: Pug (Level 2, PP 1) Economy - Keys to Reading

Story: "Pug and the Frog", pgs. 73-76 (TE p. 237)

I. Career and Consumer Education Goals

A. The Student knows:

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employees and fellow workers.

1 c. that aptitudes, interests, and abilities vary within a group.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

II. Relationship of story to goals

The children discover a frog in the grass. Before they can catch it Pug chases the frog and everyone must work together to get the frog safely into a box.

III. Suggested teaching procedures

A. Vocabulary: box, frog

B. Preparatory Remarks:

1. Have you ever seen a frog? What are frogs like? Why are they sometimes difficult to see on the grass? Are they easy to catch?

2. Read this story to find what the children learned about catching a frog.

C. Discussion:

1. Who is talking? Did Jan just find the frog? Did the frog escape from her?

2. What does Jan want Kim to help her do?

3. What did Jan want the boys to see Pug do?

4. Why might Jan and the boys have trouble catching the frog?

5. Do you think Pug is afraid of the frog? Is the frog afraid of Pug?

6. What did Jan tell Pug to do? In what way did Pug keep the boys from doing their job?

7. Do you think the children should try to catch the frog? Why or why not?

8. What person is Kim talking to? What did Kim bring Ted that will help them do their job?

9. Did Ted get the frog? Where is it? Why do you think Ted won't keep the frog?

10. Why was it important that everyone, including Pug, had to help out?

11. If you were the frog, would you have wanted Ted to catch you? Why or why not?

IV. Related Activities

A. What happened next? Have the children write or dictate what happened after Ted caught the frog. Illustrate the story endings.

B. Bring a frog into the classroom. Use language experience techniques to develop a detailed description of the frog. Have each child draw a picture of the frog from the description.

C. Have someone come to the class to talk about what frogs need to live. The discussion goal would center on how pollution of ponds, lakes and streams make it difficult for animals to survive.
Visit a natural habitat of the frog. Observe them if possible. Upon returning to the classroom, list all that has been observed.

D. Make a frog habitat bulletin board. Working in small groups assign each a responsibility of adding an aspect of a frogs natural world. Afterward lead a discussion on the necessity of providing a frog with all is his needs in captivity.

Book: Sun Tree (Level 3, PP 2) Economy - Keys to Reading

Story: "The Big Stand", pgs. 27-32 (TE p. 76)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. about the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic and political reasons for work in our society.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

B. The Student will:

1 c. relate resources to needs and wants.

2 c. analyze consumers' rights to reasonable safety and quality in products.

II. The Relationship of story to goals

Through hard labor to build a stand children learn the rewards of working together. (The children encounter the difficulty of having a dog near a place where they are serving food.)

III. Suggested teaching procedures*

A. Vocabulary: eat, got, yes, on, may, stand, from, want

B. Preparatory Remarks:

1. Look at the title page picture and read the title. What do you think the children used to build the stand?

2. Discuss the words on the signs on the stand: lemonade, popcorn, cookies. Discuss other things that you could sell at the stand. Example: Why are these good things to sell at a lemonade stand?

*Please note that in the publisher's guide much practice is given to identifying the speaker of sentences through indentions, quotation marks and explanatory words. You may wish to maintain attention to this objective.

3. Discuss personal experiences relating to the story and building things with large boxes. What did you build? What kinds of tools did you need?

4. Why do you think the children are building the lemonade stand? Have any of you set up a place to sell things near your home?

C. Discussion:

1. What was Ted going to make? Did Ted really need help with building the stand?

2. Who wants to help Ted?

3. Was it a good idea for Ted to get help? Why? How does the story show that Ted really appreciated Jan's help?

4. Look at the picture on page 31. What did Joe get from the stand?

5. Did Joe enjoy what he got from the stand? How can you tell?

6. Did Ted and Jan enjoy their job? How can you tell?

7. There were many choices at the stand for Don, Joe, Kim, Gail and Pug. How do you think the children got the food they sold? What jobs in preparing the food could some of you do?

8. Do you think they needed extra help to provide everything for the stand or did they do it by themselves?

9. If Jan and Ted provided all things by themselves, in what ways could they have earned the money to provide these things?

IV. Related Activities

A. Have children set up various stands in the room to sell or swap different objects.

B. Ask the children to find out how much the various things sold at the stand cost in a store. Then ask the children to plan how much they would have to charge for each item in order to make a modest profit. Consider a chart on the chalkboard.

Cost per single item at the store	Cost per single item at the stand	Amount the seller would make

C. Introduce the idea from the story about maintaining health safety around an eating area. Point out the chaos created by Pug. Lead the students into a discussion of where dogs are not allowed and elicit reasons why these are necessary restrictions.

D. Refer to Activity Book--Rehearse and present the play "The Big Stand".

Book: Green Feet (Level 5, PP) Economy - Keys to Reading

Story: "Pets at School", pgs. 43-47 (TE p. 92)

I. Career and Consumer Educational Goals

A. The Student knows:

1 a. about the physical and emotional benefits of understanding self and others.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

II. Relationship of story to goals

The children brought pets to school. Some mice got loose in the classroom and everyone cooperated in recapturing them so the class could finish their work.

III. Suggested teaching procedures

A. Vocabulary: or, work, mice, bell, pets, school

B. Preparatory Remarks:

1. Have you ever brought a pet to school to visit? Did the pets enjoy it?

2. This story is about a pet-sharing day at school. Read to find what happens to Joe's pets.

C. Discussion:

1. Were the children excited about having their pets at school? How can you tell?

2. Who brought his pet in a box?

3. Why do the children want to see the pets before they work? It this a good idea?

4. How do you know Joe has more than one pet?

5. How did the mice get out of Joe's box?

6. Why will no one work if the mice are not found?

7. Do you think Miss Bell is having fun?

8. Why did Miss Bell and Joe say, "Sh"?

9. How did Miss Bell's class make it easier to capture the mice?

10. Did the other children get a chance to show their pets? How do you think they felt about that?

11. Do you think Miss Bell likes mice? Do you like mice?

12. There are many jobs that can be done quicker, easier, or safer when we work together with others. Name as many as you can.

IV. Related Activities

A. Have a pet day at school. The children should set the rules and limits and plan the schedule.

B. Make a "Class Circus" bulletin board with pictures of all the pets owned by students. Write the care and feeding instructions for each pet.

C. Set up an exercise or project that each child would have difficulty doing alone. When they have had a few minutes to try, combine into pairs and try again. Recombine groups of pairs try again. Evaluate the experience with the class in terms of cooperation.

D. Design a Mouse House. Add all the things a mouse would need to feel at home. Can be extended to include other animals in the "Class Circus".

E. Visit a pet store. Prior to going have pairs of children choose a pet to investigate. At the store the children gather data on the care and cost of maintaining their animal. Compare the information after returning to the classroom. For example: a chart to compare costs or hours necessary.

Book: Green Feet (Level 5, PP Economy - Keys to Reading

Story: "The Box of String", pgs. 93-98 (TE p. 168-174)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic and political reasons for work in our society.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

II. Relationship of story to goals

While in the city Ted and Father meet a man selling string. His box falls apart and the balls of string roll all over the street. Ted and Father learn the value of helping others in a safe manner, while doing a good job by helping another person.

III. Suggested teaching procedures

A. Vocabulary: chase, string, tried, broke, balls, cars, helped, jumped

B. Preparatory Remarks:

1. Have you had your hands full of things and dropped them?

2. Did you have help picking it up? How did the help make the job easier?

3. In this story you will see the importance of receiving help when it is needed.

C. Discussion:

1. Who besides Ted and Father is standing on the corner? Why was Ted so interested in the lady's dog?

2. Why didn't they cross the street?

3. What do you think the man will do with the box of string?

4. The box seemed to be very weak. How do we know this to be true?

5. How did the truck driver help Father?

6. Who yelled at Ted? Why did they yell at him?

7. What was the man with the box doing while Father and Ted were picking up the string?

8. The man couldn't carry his string after it was all picked up. In what way did Father help the man a second time?

9. Why did Ted and Father stop to help the man with the string?

10. Do you think the man appreciated Ted and Father's help? What makes you think that?

11. Why would Ted and his Father believe they did the right thing by leaving Pug home?

12. Ted laughed after the man left. Why did he think what he and Father did was funny?

IV. Related Activities

A. Identify a number of uses for string. Involve the class in as many different activities as possible, follow-up with a discussion about string as an useful product. Examples: Art--string pictures, string painting, string paper mache ornaments; Math--lengths of string as units of measure; Science --using string as connector between objects, common measure of weight (How much weight can this piece of string support?)

B. Using the story as a base, list all the helping situations. Tell the story by drawing pictures of all these situations.

C. List and illustrate as many situations as the class can, where they have helped someone, or have been helped by someone.

D. Establish a class "Helping chart". When a child reports having helped someone that day, list the situation and the child's name. Encourage the child to perform useful assistance.

Book: Blue Dilly Dilly (Level 6, 1) Economy - Keys to Reading

Story: "Five Shiny Pennies", pgs. 53-58 (TE p. 78)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

B. The Student will:

1 d. identify and apply skills of the decision-making process.

1 e. identify basic principals of financial planning.

2 c. analyze consumers' rights to reasonable safety and quality in products.

II. Relationship of story to goals

This story is about a boy with five pennies who sets out to buy a pet. He learns that a person must plan how to spend a limited amount of money.

III. Suggested teaching procedures

A. Vocabulary: pennies, store, penny, meat, Nicky, pocket, wagging, nails, policeman.

B. Preparatory Remarks:

1. If you had 5 pennies what would you buy?

2. What else could you do with them besides spend them?

3. When you have a small amount of money do you have to settle for whatever it will buy?

4. Nicky wants a pet. Do you think he can find one for 5 pennies? Let's read to find out.

C. Discussion:

1. Why did Mother caution Nicky about the size of his pet?

2. Did she think Nicky could buy a pet for 5¢?

3. Why didn't Nicky buy the cat from Jane? Would that have been a good pet for Nicky?

4. How did Nicky spend some of his money? How much did he spend? How much was left?

5. Did Nicky spend the money wisely? Why or why not?

6. Why did Nicky buy the nails and the meat?

7. From the things he bought how did we learn what kind of pet Nicky wants?

8. Did Nicky make any mistakes spending his money? In what way?

9. Read what Nicky thought or felt in the last paragraph of p. 57. How do you think he feels now? What would you have done differently?

10. How did the butcher help Nicky? Was is a wise purchase?

11. Do you think that Nicky had planned that the pet would choose him?

12. Could this story be true? Why or why not? Why do you think the pet dog may not stay with Nicky and be his pet?

IV. Related Activities

A. Write a story about what you would do with five pennies.

B. List all the things you could buy for five pennies. Does 5¢ go very far?

C. Visit a pet store, price pets and their supplies. Decide how much would be needed for a favorite animal. Plan ways to earn the money. Did Nicky earn his 5¢? Have you ever earned money?

D. Write up a plan--how to get the pet you really want. Decide what you need, how much you would need, how you would get the money. Children can do this individually or as a group.

Book: Blue Dilly Dilly (Level 6, 1) Economy - Keys to Reading

Story: "Angelo and the Big Rig", pgs. 81-88 (TE p. 110)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

2 d. the physical and psychological reasons for work and leisure activities.

II. Relationship of story to goals

A long haul trucker finds a mouse in his cab. To get rid of the mouse he takes a job going in the opposite direction. The mouse finds a way of going along and eventually helps bring the trucker's attention to a stranded school bus.

III. Suggested teaching procedures

A. Vocabulary: tire, could, Carl, horn, drove, driver, children show, rig, lunch, Angelo

B. Preparatory Remarks:

1. Find if anyone in class has a father who drives truck. Have them tell about trucking. What do their fathers haul?

2. What different goods can be hauled in the trailers of trucks?

3. Would you like to have a mouse for a friend?

4. Carl doesn't want the mouse in his truck. Why do you think he doesn't?

5. Read to find how a mouse and this trucker became friends.

C. Discussion:

1. Why did Bob ask if Carl had a bad trip?

2. Do you think Bob and Carl are friends? What makes you think so?

3. In what way did Bob help with Carl's problem?

4. What did you learn from this story that showed how well Carl liked his job?

5. How did the story show the lady in the restaurant was concerned about the truck drivers?

6. Do you think the waitress would have put the sack in the truck if she knew Angelo was in the sack?

7. In what way did Angelo help the school bus?

8. What did Angelo do to make Carl stop the truck?

9. Does Carl feel differently about Angelo now? Why?

IV. Related Activities

A. Introduce mice (or other rodent animals) into the classroom. Encourage the children to recognize the good traits. Discover what they like to eat, where they live.

B. Visit a truck terminal for lunch. Prearrange a talk with a trucker and a tour.

C. Read a "trucking" story. Write about and illustrate the life of a trucker.

D. Visit a store supplied by trucks. List several ways that truckers supply us goods. Make a class report (language experience) outlining what you have learned.

Book: Blue Dilly Dilly (Level 6, 1) Economy - Keys to Reading

Story: "Push Button Bobby", pgs. 153-158 (TE p. 182)

I. Career and Consumer Education Goals

A. The Student knows:

1 c. about the varying aptitudes, interests and abilities within group situations.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

B. The Student will:

1 b. develop skills in use of information.

II. Relationship of story to goals

In this story a young boy who enjoys pushing buttons has his ability channeled into a constructive and productive activity by the manager of a department store.

III. Suggested teaching procedures

A. Vocabulary: push, sure, basement, button, people, Bobby

B. Preparatory Remarks:

1. What is your favorite activity?

2. Did you ever think that you might be able to help someone or earn money by doing "your favorite activity"?

3. Would there be times or places that you should not do your favorite things? When or where?

C. Discussion:

1. Why did the man come and talk to Bobby?

2. Why were the buttons on the side of the escalator?

3. Whose job was it to be sure that the stairs moved up and down?

4. Why did the man take Bobby to look at the toy in the basement? What did he think the man was going to do?

5. In what way was Bobby able to help the store manager? Do you think Bobby should be punished? If so, how?

6. Did the store manager help Bobby? How?

7. Do you think that the push button toy sold better before or after Bobby pushed its buttons? Why?

IV. Related Activities

A. Have children share their favorite activities. As a group decide if this activity could be put to use for others. Write statements and illustrate their usefulness. Could these be hobbies?

B. Talk about selling techniques, advertising methods. List what people in the class want most. Investigate why they want it, where they heard of it, or hear of it. What are the most often used methods of getting kids attention? List these. Brainstorm how the kids could help sell the things other kids may want.

C. Write ads for things students have a home that they would like to advertise for sale. Other ad suggestions: 1) ads that explain entertainment value, 2) ads that explain practical value.

Book: Blue Dilly Dilly (Level 6, 1) Economy - Keys to Reading

Story: "The Crossover Lady", pgs. 165-171 (TE p. 195)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in his career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for his welfare and survival.

2 d. the physical and psychological reasons for work and leisure activities.

II. Relationship of story to goals

This story is about a young girl who needs to cross a busy street on her way to school. A woman helps her across and the girl decides to return the favor. She discovers ways of extending a helping hand.

III. Suggested teaching procedures

A. Preparatory Remarks:

1. Have you ever thanked someone for helping you?

2. What are some nonverbal ways of showing approval, greatfulness, etc?

3. Can you think of some ways you have had to depend on someones' help?

B. Discussion:

1. How did the crossover lady help Beth? (p.166)

2. Would you have asked someone to help you? Who?

3. What did Mother mean "Keep your eyes open and you'll find a way to help"? On p. 168 Beth recalls what her mother said. Explain what Beth meant.

4. Did the crossover lady expect Beth to do a favor for her? How do you know?

5. How did Beth figure out how to help the crossover lady?

6. Was Mother right about "Keeping her eyes open"? In what ways have people helped you?

7. What are some people you would believe you could help? In what ways can you help them?

IV. Related Activities

A. Have each child choose someone to help who has helped them get a job done. The class can help with suggestions. The next day have a circle about the results. How did it feel to help someone? Did they appreciate it? Did the job get done faster, easier?

B. Do a language experience story starter about reasons for helping. List all the reasons for helping someone.

C. Draw a picture of a helping situation. Write a sentence at the bottom labeling the picture.

D. List our "community helpers". How can we help them? Invite someone to visit the classroom for a discussion or go visit them to find out how we can help. Write a report on the visit.

E. Introduce the idea of volunteer services. List all services the children know about. Find someone to talk with people about their reasons for and responsibilities of their work.

Book: Curbstone Dragon (Level 7, 2-1) Economy - Keys to Reading

Story: "Knock Them Down Put Them Up", pgs. 95-100 (TE p. 126)

I. Career and Consumer Education Goals

A. The Student knows:

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

1 c. about the varying aptitudes, interests and abilities within group situations.

2 a. the personal, social, economic and political reasons for work in our society.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

II. Relationship of story to goals

Mike and Jay discover that buildings are torn down by the same machine that help rebuild them. They work together to build a toy construction outfit.

III. Suggested teaching procedures

A. Vocabulary: construction, strong, knocking, stood, machines, Jay, crane, sign

B. Preparatory Remarks:

1. Sometimes when a building is in bad repair or has burned it needs to be torn down. What are some ways that buildings are torn down?

2. What kinds of equipment does it take to build a very big building?

3. Read what Jay and Mike found about "knocking them down" and "putting them up".

C. Discussion:

1. What is meant by "knock them down"?

2. What did Mike and Jay discover is used to "knock them down"?

3. What put "them up again"? Or how was the same machine used to put a building back up again?

4. Were Mike and Jay surprised to find the machine building as well as tearing down?

5. What part of the crane was changed?

6. What word did Mike use to describe the machine? (p.98)

7. Where might Mike and Jay have found books about machines?

8. What kinds of school materials might tell about machines?

9. How could boys and girls of your age build a model building?

10. Before we read the story we talked of two reasons for tearing down buildings. Let's list all the reasons we can for tearing down buildings.

11. Sometimes buildings are restored rather than torn down. When would we want to re-do a building rather than destroy it?

12. Mike and Jay found a crane that could tear a building down. In what other ways are buildings torn down?

IV. Related Activities

A. Visit a construction site using the kinds of equipment in the story. Write about the experience and illustrate.

B. Using an "Erector Set" build a construction site using a homemade machine to serve as a crane.

C. Visit a library and look up information about simple machines. (lever, inclined plane, screw, etc.) Dictate directions as to how they work and why they are useful.

D. Invite someone involved in the destruction and rebuilding of buildings to talk about why and how buildings are destroyed.

E. Visit new building sites.

F. Invite someone involved in historical restoration to talk with students about what indicators are used to determine when a building is to be restored. What is involved in restoration?

G. Visit buildings in various states of restoration.

H. Write about and illustrate what children have learned about destroying and rebuilding or restoration.

I. Draw ways of destroying buildings.

Book: Curbstone Dragon (Level 7, 2-1) Economy - Keys to Reading

Story: "Take Care of Cristy", pgs. 109-116 (TE p. 141)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

1 c. about the varying aptitudes, interests and abilities within group situation.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

B. The Student will:

1 d. identify and apply the skills of the decision-making process.

II. Relationship of story to goals

Anna cares for a friend's bird, Cristy. Cristy stops singing and eating and Anna's seeds help to find out what's wrong.

III. Suggested teaching procedures

A. Vocabulary: stacked, brother, cage, chatter, flower, Cristy, Anna, Ling, parakeet, Costa, care, library

B. Preparatory Remarks:

1. Have you ever cared for someone else's pet? What happened?

2. What do you know about taking care of a bird?

3. What would you do to find out about helping a bird that seems to be ill?

4. Let's read to find out what Anna did to show how responsible she felt about the parakeet.

C. Discussion:

1. Why did Anna think Cristy was sick? Name several signs.

2. In what way was Rick's suggestion a good idea? What information must the book have in it?

3. Who was Miss Green? Was she helpful? In what way?

4. How did Mr. Costa treat Anna?

5. What was Mr. Costa's suggestion? Did it work?

6. What did Miss Woods do for Anna? Did it help?

7. Who did Anna see next? Since Cristy was Homer's bird, why was Mr. Ling's suggestion probably the best Anna had received? Read the part that tells what he suggested.

8. Do you think birds and animals feel better when they receive attention? Why do people do better work when they receive praise?

9. Would you want Anna to take care of your pet? Why or why not? Why would Anna be a good person to take care of a friend's pet?

10. Who helped Anna the most?

11. How does this story show that certain animals should be left in the care of pet store people?

IV. Related Activities

A. Discuss where one could find out how to care for a parakeet. Divide class and have a group find out all they can from each source. Compare information.

B. Bring a parakeet (or other bird) into the classroom. Discover how to care for it with the children taking over general responsibilities. Encourage them to observe and record what they discover. Use the experience for creative writing, science, art.

C. Visit a pet store. Find out as much about the care and habits of the animals there are possible. Investigate whether or not all the supplies necessary are present. Have each child "adopt" a pet. Price what it would take to own and care for one and investigate how to care for the pet. Write a report and share the findings with the class.

D. Visit a Humane Society or animal pound. Learn what happens to animals that aren't wanted anymore. Write about the responsibilites of pet ownership.

E. Have the children write "care" instructions for their favorite pet. Then as a class decide what someone would need to know to adequately take care of a pet for you. Have the children rewrite their instructions.

Book: Curbstone Dragon (Level 7, 2-1) Economy - Keys to Reading

Story: "Peanut Party", pgs. 137-142 (TE p. 171)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 c. about the varying aptitudes, interests and abilities within group situations.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

2 d. the physical and psychological reasons for work and leisure activities.

B. The Student will:

2 b. recognize the relationship of supply and demand.

II. Relationship of story to goals

In this story Sam helped an old man and was given peanuts. He planned to save them for a party at school. On the way home from town the bus gets stuck in the snow and Sam chooses to share his peanuts with those on the bus.

III. Suggested teaching procedures

A. Vocabulary: everyone, stuck, those, wheels, wrecker, flashing, gust, cheered, wind

B. Preparatory Remarks:

1. Have you ever had a peanut party? What kind of a party do you suppose it would be? What would people do at a peanut party?

2. Look at the picture on page 137. What are some things you can tell about the setting of the story? (outside, winter, cold, city)

3. Have you ever been stuck in the snow? What was it like?

4. Read to see if you can understand how the people in this story show that you need not get mad; make the best of a bad situation.

C. Discussion:

1. How do you think the old man felt when he saw Sam holding his hat? Read his words the way you think he said them. (Oral reading of located passages.)

2. Why did the man give Sam the peanuts? Do you think Sam expected to get them?

3. If Sam was saving his peanuts for school why did he offer some to the little boy?

4. How did Sam feel when he realized he couldn't share his peanuts with the people on the bus and have the party at school too? What would you do?

5. Why did the people cheer the wrecker if they hadn't been in a party mood?

6. How do you think Sam felt when they cheered him? Can anyone explain how Sam helped besides just sharing his peanuts?

7. Was Sam glad he shared his peanuts on the bus? Why?

8. If you were a student in Sam's class and he told this story, what would you say to him about the peanut party?

IV. Related Activities

A. Have a "peanut party" for someone. If possible find some reason; a person to thank, someone to cheer up, a group of faculty, etc. Debrief afterwards about feelings, experiences, likes, dislikes.

B. Go on a bus ride on a city transit bus. Write about the experience.

C. List all the "helpers": Policemen, firemen, wrecker, ambulance. Role-play helping situations. Suggest situations and have class decide who they might call for help.

Book: Curbstone Dragon, (Level 7, 2-1) Economy - Keys to Reading

Story: "Little Jeff", pgs. 175-182 (TE p. 215)

I. Career and Consumer Education Goals

A. The Student knows:

1 c. about the varying aptitudes, interests and abilities within group situations.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from it participants.

2 d. the physical and psychological reasons for work and leisure activities.

II. Relationship of story to goals

Jeff is responsible for turning on the landing lights at the airfield when his Uncle Bill lands his plane. There is a storm and Jeff learns the electricity is off. He decides to light fires to guide Uncle Bill's landing.

III. Suggested teaching procedures

A. Vocabulary: he, awful, Jeff, sisters, stay, Cindy, field, fires, Miguel

B. Preparatory Remarks:

1. Does anyone in the class have a nickname?

2. Is there something about you that brings about that name?

3. Do you like being called by a nickname?

4. Sometimes do you wish you change it or that people would not call you by that name? Why?

5. Read the story to find out how Little Jeff showed that he could do grown-up's work.

C. Discussion:

1. How did Little Jeff want to help Mr. Slay?

2. What is the difference between the landing field Jeff's family uses and an airport?

3. Why was it necessary to light the field?

4. What was the main reason for Jeff going into the house after his dad left with Mr. Slay?

5. What would be another way Jeff and Miguel might have signaled Uncle Bill?

6. What might have happened to Uncle Bill if Jeff hadn't been able to light the fires?

7. What do you think caused the electricity to go off?

8. How did Dad show that Little Jeff earned respect and could be treated as an "grown up"?

IV. Related Activities

A. Visit a farmer who uses aircraft on the farm. Discover in what ways aircraft can help, what special equipment is needed, special safety measures that have to be taken. Write or illustrate these facts.

B. As a class build a model airplane like one Uncle Bill might have used.

C. Lead a magic circle discussion about nicknames and the feelings people have about theirs. Discussion goal would be recognition that names can create bad feelings.

D. Have children choose a partner. After going back to their own desks have them write down a nickname that describes themselves at school, at home, on the play ground. Are the names different? How? Now do the same only have them pick names describing their partner. It should be kept in mind that names can cause negative feelings.

E. Think of one animal that describes yourself. Now think of animals that describe your friends. Share your animal descriptions.

F. Discuss how Indians name people by deed, feats, or personal characteristics, how they can change a person's acquired or given name.

Book: Curbstone Dragons (Level 7, 2-1) Economy - Keys to Reading

Story: "The Popcorn Dragon", pgs. 235-242 (TE p. 277)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 d. the physical and psychological reasons for work and leisure activities.

II. Relationship of story to goals

Dexter the dragon learns he can blow smoke. He shares this with his friends but can not resist showing off, so his friends will not play with him. Dexter learns of another talent, and how to make friends by sharing his talent.

III. Suggested teaching procedures

A. Vocabulary: unhappy, elephant, giraffe, almost, awhile, popcorn, sighed, trotted, Dexter

B. Preparatory Remarks:

1. How do we make friends?

2. Dexter, the little dragon in our story has trouble making friends. Let's read to find out what Dexter does about his personal problem.

C. Discussion:

1. What caused Dexter to blow smoke the first time?

2. Were Dexter's friends jealous of him? Why?

3. Reread pgs. 238 and 239. Who was wrong, Dexter or his friends?

4. What did Dexter do when his friends would not play with him?

5. Dexter discovered something about himself. What?

"The Popcorn Dragon" (Cont)

6. What happened to make Dexter a happy dragon?

7. What did Dexter learn about making friends?

8. Have any of you had a similar problem?

9. How did you solve the problem?

IV. Related Activities

A. Using paper and crayons draw illustrations of the steps in the story. What happened first, second, and so on. Locate a sentence from the story that describes each illustration and write it below the picture.

B. Using clay or Play Dough make a reporduction of your favorite scene in the book. Write a descriptive paragraph and mount it beside the display.

C. Have the reading group (or a small group within the class) discuss the steps in making popcorn. List these steps. Make popcorn to share with the rest of the class.

D. Have a "magic circle" discussion about the differences between showing off and sharing what is especially you. Help the children become aware of the verbal clues and non-verbal clues involved. Role play situations and have the class decide if the characters are showing off or sharing.

E. What special talents and skills do people you know have that sometimes are use to "show off". Do these people use their talents and skills for good purposes?

Book: Mustard Seed Magic (Level 8, 2-2) Economy - Keys to Reading

Story: "Too Many Books", pgs. 51-58 (TE p. 74)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

B. The Student will:

1 a. identify sources of information.

1 b. develop skills in the use of information.

II. Relationship of story to goals

A community works together to rebuild a library after a fire. The story shows how responsibilities were met by everyone who became involved.

III. Suggested teaching procedures

A. Vocabulary: enough, idea, eight, dollars, Hardy, against, David, librarian, special, build

B. Preparatory Remarks:

1. Look at the illustration. Can you think of a good title for this picture?

2. Read the title aloud. Where do you think the boy is going with the books? What do we hope to find out as you read this story?

C. Discussion:

1. How does David feel about his Mother being the librarian?

2. What was the purpose of the library?

3. What was the damage to the library?

4. How did the people show their interest and desire for a library?

5. What was the mayor's idea on helping collect books for the library? Why was this an important way to go about the task?

6. How did David communicate his message about the library? Why was this a better way of letting people know the books were needed?

7. In what ways did the people respond to David's message?

8. Name some of the responsibilities of the helpers preparing the new library.

9. David was successful in advertising the need for books. What did Mother say that showed that he had done too good of a job? When did David and his mother decide that there were "too many books"?

10. How did the people in the town make it possible to have another library after the books were collected?

IV. Related Activities

A. Design a poster to advertise the need for more books.

B. Discuss some other ways of fund raising not mentioned in the story.

C. Design the "model library", using graph paper, etc. Include study areas, research areas, lounge reading area, kitchen, offices, children's library, quiet play area, reading loft, story area, read-a-long record area, etc.

Book: Mustard Seed Magic (Level 8, 2-2) Economy - Keys to Reading

Story: "Fisherman to Farmer", pgs. 81-87 (TE 108)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

1 c. about the varying aptitudes, interests, and abilities within group situations.

2 a. the personal, social, economic and political reasons for work in our society.

2 e. that individuals can learn to function effectively in a variety of job roles.

II. Relationship of story to goals

Rosita and her father are successful in a career which suddenly gets changed. They experience some of the drawbacks and advantages of entering a new career.

III. Suggested teaching procedures

A. Vocabulary: jingled, merrily, return, Gomez, coins, fisherman

B. Preparatory Remarks:

1. Has your father or mother ever changed jobs? How did you feel when this happened?

2. In our story Rosita's father changes jobs. At first she is sad, but later she becomes very happy. Let's read and find out why.

C. Discussion:

1. What did Rosita and her father do together?

2. Did Rosita like working with her father? Why?

3. Why did Rosita's father have to change jobs?

4. Who helped him change his job? What kind of changes were necessary?

5. What were some of the problems?

6. How did Rosita help her father, mother and herself?

7. What was Rosita's idea when everyone got tired of eating eggs?

8. Rosita received many rewards for her hard work. Can you name them?

IV. Related Activities

A. Field Trip to a chicken ranch. Discover how chickens are cared for, fed, housed, etc. How is this way different from Rosita's and her father's way?

B. Go to the library and find out about different kinds of chickens and their purpose. (Laying, stewing, frying, etc.) Write about one and illustrate.

C. Have each child do one job for 3 days. Then switch them to a new non-related job. After the switch the student will be able to list advantages and disadvantages to switching, differences and similarities in their jobs. Keep a chart to keep track of student tasks.

Book: Mustard Seed Magic (Level 8, 2-2) Economy - Keys to Reading

Story: "Steve Becomes a Riverman", pgs. 113-117 (TE p. 143)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

1 c. about the varying aptitudes, interests and abilities within group situations.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 e. that individuals can learn to function effectively in a variety of job roles.

II. Relationship of story to goals

Steve would like to be a riverman like his Uncle Fred. He likes to visit his Uncle in the little cabin on the bridge and learn about the river traffic. One day Steve's Uncle is hurt and Steve has to open the bridge to prevent a barge from hitting it.

III. Suggested teaching procedures

A. Vocabulary: direction, group, helpful, spare, waved, catwalk, downstream, handle, cabin, riverman

B. Preparatory Remarks:

1. What is a "riverman"?

2. Steve would like to be a Riverman like his Uncle Fred. Read this story to find out if he gets his wish.

C. Discussion:

1. What were some of the duties of Uncle Fred?

2. What are the steps in opening a bridge? (List on chalkboard)

3. Have you ever seen bridges that have to be opened? Which bridges in Portland can be opened? How do they open?

4. Why did the riverboat pilot wave at Uncle Fred?

5. What feelings do you have when you're helpful?

6. How did Steve know the way to open the bridge?

7. What do you think would have happened if Steve had not pushed the button for the red lights first?

8. There were three rivermen on the barge that day. Who were they? Are they the same kind of "rivermen" as Uncle Fred?

9. Can anyone tell about a job you have watched that you could do because you watched it carefully?

IV. Related Activities

A. Arrange for a ride on a tug or their river traffic vessel. Observe the necessity for care and safety on the river.

B. Visit a bridge that must be opened for river traffic. Talk with the people responsible to learn how the bridge operates and what someone would have to do to become a "riverman". Also find out the other jobs available on the river. This would be a good time for students to discover that women can be "rivermen".

C. Research the different types of bridges. Make models using any available media. Have children explain how each type of bridge would allow river travel.

D. After becoming aware of different types of bridges and having pictures or examples to look at draw pictures of the bridge you think is the best kind. Write a paragraph telling why.

E. Visit various locks and discuss how they are important to river travel. (Bonneville, Oregon City, etc.)

Book: Mustard Seed Magic (Level 8, 2-2) Economy - Keys to Reading

Story: "Flower Street", pgs. 155-163 (TE 186)

I. Career and Consumer Education Goals

A. The Student knows:

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

1 c. about the varying aptitudes, interests and abilities withing group situations.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 d. the physical and psychological reasons for work and leisure activities.

B. The Student will:

1 c. relate resources to needs and wants.

2 a. know the meaning of basic terms used in consumer education.

2 c. analyze consumers' rights to reasonable safety and quality in products.

II. Relationship of story to goal

Trudy and Mike live on Flower Street but there are no flowers. They decide to plant flower seeds and share them with the other people on their street.

III. Suggested teaching procedures

A. Vocabulary: package, ought, sunshine, stared, appear, crazy, army, Trudy, Stevens, watered, helmet, busy

B. Preparatory Remarks:

1. What is the name of the street you live on?

2. As you read the story, think about why streets are given certain names.

3. Read this story to find what Trudy and Mike do to make their street truly "Flower Street".

C. Discussion:

1. What was Trudy's answer when Mike said she didn't know how to grow flowers?

2. In what ways did Mike help Trudy?

3. Why would an army helmet make a good flower pot? In what way is this a kind of recycling?

4. How did the grownups on Flower Street show they liked the flowers?

5. Mike and Trudy worked hard. How were they rewarded?

6. If you had been in the car with the man and woman. Why do you think you probably would have laughed just as they did?

7. Were the children and others working in this project performing leisure activity or doing work? Why?

IV. Related Activities

A. Have each child bring a recycled object from home they can use for a flower pot. Decorate them. (tole paint, modpodge, paint, ribbon covered.) Plant flower seeds in them. When the seeds have grown give the flower pots to people in a rest home, senior center, libraries, hospitals, or other needy places.

B. Visit an Urban Flower garden. Discuss how the growers have adapted their garden to the city.

C. Visit the local Planning Department to learn how streets get their names.

Book: Air Pudding (Level 9, 3-1) Economy - Keys to Reading

Story: "Any Old Junk", pgs. 19-28 (TE p. 36)

I. Career and Consumer Education Goals

A. The Student knows:

1 c. about the varying aptitudes, interests, and abilities within group situations.

2 a. the personal social, economic and political reasons for work in our society.

B. The Student will:

1 a. identify sources of information.

1 c. relate resources to needs and wants.

1 d. apply the skills of decision-making process.

2 b. recognize the relationships of supply and demand.

2 c. identify the influence of cultural, economic and social factors on personal values.

II. Relationship of story to goals

A young boy discovers the difference in junk and antiques. He also discovers how supply demand affect these two marketable products.

III. Suggested teaching procedures

A. Vocabulary: telephone, valuable, certainly, Eddie, enjoyable, quarter, property, piece rubbish, carriage, antique

B. Preparatory Remarks:

1. Discuss the picture on page 19. Bring out vocabulary words: antique, rubbish, valuable.

2. Encourage the students to discuss their own collections and how they differ from others. Discuss "one person's junk is another person's treasures" (write on chalkboard and ask students to interpret.)

C. Discussion:

1. What does the word "valuable" mean in this story?

2. How did Eddie's father consider Eddie's "valuable property"?

3. What did the sign mean? How did Eddie learn its meaning?

4. What was Eddie's first reaction to the antique shop?

5. Name several facts he would have gathered from wondering around the store that would have helped him figure out what "antique" meant.

6. Why did the value of the carriage lamp and coffee grinder go up?

7. Why were Eddie's parents willing to pay more for the antiques that he had purchased?

8. Why was the carriage lamp important to the father? Why was the grinder important to the mother?

9. Why do you suppose Eddie and his father think that they can make money selling antiques?

10. Do you believe Eddie's father was serious? What evidence was given in the story to show that Eddie's father was serious?

IV. Related Activities

A. Have children bring "junk" to give them the opportunity to learn about swapping and trading.

B. Draw a picture of "valuable objects" they have brought from home.

C. Visit antique store and discuss different kinds of valuable objects valuable to others.

D. Have an antique collector come in with "yesterday's junk" and "today's antiques". Find out how a person can tell antiques from things made to look like antiques.

E. Discuss building of furniture today which resembles antiques.

Book: Air Pudding (Level 9, 3-1)

Story: "By Flume to Chico", pgs. 189-198 (TE p. 190)

I. Career and Consumer Education Goals

A. The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and others throughout life.

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic and political reasons for work in our society.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

2 d. the physical and psychological reasons for work and leisure activities.

II. Relationship of the story to goals

Barney, growing up in a logging camp, learns he is still dependent on others even though he is constantly growing to be a woodsman and independent like "father".

III. Suggested teaching procedures

A. Vocabulary: bundled, bandage, flumeboat, aboard, breathing, blood, terrible, halfway, Sierra, hours, Chico

B. Preparatory Remarks:

1. What are some ways that logs are hauled to the mill for cutting or peeling?

2. In this story an unusual lumber hauling method is used. (If not already suggested leave until students read about the flume themselves.)

3. In this story a boy named Barney and his parents live in the woods far from a town. A serious accident happens and the lumber hauling device becomes a very exciting way of getting to the nearest doctor.

C. Discussion:

1. Where did Barney live?
2. How does Barney feel toward his father's tales?
3. What was Barney's father's job?
4. How did the story show that Barney was improving in his logcutting skills?
5. How did Barney get hurt?
6. After the accident, who was the first to help Barney?
7. How did Barney's mother know that she might have to use the flume to get to Chico?
8. How did Barney's mother know that the flumeboat was dangerous?
9. How did the story show that the flumeboat was well built?
10. What events can you recall that made it seem they might not make it?
11. If there was fire how might father get the message to Chico?

IV. Related Activities

A. Build a minature flume and demonstrate how it saves over driving. Investigate to discover various materials which go by flume (i.e. crushed coal)

B. Draw a picture of a flume and flumeboat.

C. Discuss alternative ways of seeking help. Helicopter, ambulance, etc. Field trip.

D. Invite someone involved in Search and Rescue. Discuss the organization, its objectives, ages and kinds of people involved, etc.

Book: Air Pudding (Level 9, 3-1) Economy - Keys to Reading

Story: "Snowshoe Thompson", pgs. 199-204 (TE p. 198)

I. Career and Consumer Education Goals

A. The Student knows:

1 c. about the varying aptitudes, interests and abilities within group situations.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

2 d. the physical and pshchological reasons for work and leisure activities.

2 e. that individuals can learn to function effectively in a variety of job roles.

II. Relationship of story to goals

This story tells how John Thompson's role as mail carrier and former skier from Norway brought help and services to the people living in the mountains.

III. Suggested teaching procedures

A. Vocabulary: snowdrift, lose, carrier, Carson, America, struggled, known, article, Olympics, numb

B. Preparatory Remarks:

1. How does mail come to your house? If you lived in the mountains before trains, planes and cars how do you think you would get mail?

2. Let's read to find out how John Thompson earned his name "Snowshoe Thompson" and how he helped other people living in the mountains.

C. Discussion:

1. From what country is John Thompson?

2. Where did John Thompson get his skis?

3. Why couldn't he use American snowshoes?

4. Why would a mail carrier be important to the people in the mountains?

5. What abilities did John have that helped save the sick man?

6. Describe how you think the people in Carson felt about Snowshoe Thompson when they heard him yell "Whoopee!"

7. Why do you think the mountain people hadn't used skis before John Thompson introduced them?

8. Do any of you have brothers or sisters who ski? If yes, how are cross country skis probably like the ones John Thompson used?

IV. Related Activities

A. Go on a field trip to a ski shop to discover the difference in cross country skis, downhill racing skis and snowshoes.

B. Guest speaker from the Ski Patrol to discuss safety, reasons for taking certain precautions, etc.

C. Creative Writing. If you were Snowshoe Thompson today what equipment would you use to get your job done? (snowmobile, etc.)

Book: Mysterious Wysteria (Level 10, 3-2) Economy - Keys to Reading

Story: "Beyond the Footlights", pgs. 113-120 (TE p. 118)

I. Career and Consumer Education Goals

A. The Student knows:

1 c. about the varying aptitudes, interests and abilities within group situations.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 d. the physical and psychological reasons for work and leisure activities.

II. Relationship of story to goals

Through dedication Anna discovers the best reason to do a job well.

III. Suggested teaching procedure

A. Vocabulary: bluish, student, dryads, ballerina, Empress, Pavlova, governess, Natasha, Tamara, headmaster, Oblakov

B. Preparatory Remarks:

1. Do dreams come true? Or do we do things that make them happen?

2. Let's read about Anna and find out about her dream and was fulfilling her dream due to "good luck" or hard work and persistence?

C. Discussion:

1. How long had Anna been a dancer at the school?

2. In what ways do we know practice was important to Anna?

3. How were some of the girls different from Anna?

4. Name some of the rewards for Anna's hard work.

5. In this story what did Anna show besides skill in dancing that seemed important?

6. Locate words or sentences that support the idea that Anna became one of the greatest Ballerinas in the world.

IV. Related Activities

A. Research and discover some American ballerinas that have become famous.

B. Have a ballet teacher come in and do an interest session with the children. Put your steps to music.

C. Visit a recital to encourage interest.

D. Choose a story and do a dance pantomime.

Book: Mysterious Wisteria (Level 10, 3-2) Economy - Keys to Reading

Story: "Song of the Empty Bottles, Part II"
"To Buy a Guitar" pgs. 162-166 (TE p. 164)

I. Career and Consumer Education Goals

A. The Student knows:

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic and political reasons for work in our society.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

B. The Student will:

1 c. relate resources to needs and wants.

1 d. identify and apply the skills of the decision-making process.

1 e. identify the influence of cultural, economic and social factors on personal values.

II. Relationship of story to goals

Thaddeus has a very special item he wants to buy. Through interaction and discussing his idea he comes up with various ideas on how to earn money.

III. Suggested teaching procedures

A. Vocabulary: collect, Bernadine, errands, banty, shredding, factory

B. Preparatory Remarks:

1. Have you ever wanted something but did not have the money to buy it?

2. How did you earn the money? Read about Thaddeus in "To Buy a Guitar" and see if his money making ideas were similar or different from yours.

C. Discussion:

1. Why do you think Bernadine wanted Thaddeus to have a guitar?

2. How did Mother let the children know that $15.00 was too much money?

3. What did Mr. Andrews suggest that Thaddeus should do to earn money?

4. Why couldn't Thaddeus earn money doing chores and running errands for other people?

5. What did Thaddeus tell Mr. Andrews that he did sometimes to make money?

6. What does Thaddeus finally decide to do?

7. Who do you think will support Thaddeus on his money-making adventure? Why?

IV. Related Activities

A. Set a goal. (train ride to Salem) Have children collect, clean, sort, and take bottles to the store for money.

B. Make a bulletin board display depicting ways to earn money, reasons to earn money, and results.

C. Contact a resource for recycling. Explain why Oregon recycles and what happens to the bottles (or paper) once it is collected.

D. Take a field trip to music store to evaluate and compare guitars and their prices. Figure out how many bottles or how many tons of paper equals one guitar. Then incorporate with Related Activity A.

Book: Mysterious Wisteria (Level 10, 3-2) Economy - Keys to Reading

Story: "Seal of Frog Island Part I: Ashore", pgs. 199-207 (TE p. 197)

I. Career and Consumer Education Goals

A. The Student knows:

1 c. about the varying aptitudes, interests and abilities within group situations.

2 a. the personal, social, economic and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

II. Relationship of story to goals

A young boy learns about various job roles he must perform to keep his abandoned seal alive. He learns a great deal about animal habits by becoming a good observer of animal behavior which helps him meet responsibilities for such a unique pet.

III. Suggested teaching procedures

A. Vocabulary: smacked, stronger, ashore, slithered, skiff, trickle, bounded, scramble, lighthouse, stern, floundered

B. Preparatory Remarks:

1. Have you ever found an abandoned animal? How did you care for it? Who helped you take care of it?

2. Let's read our story and discover who helped the little boy and his abandoned seal, and how he did it.

C. Discussion:

1. What was the purpose of John's father's job?

2. How did John's mother help the baby seal? How did she know this was the right thing to do?

3. What was John's job in caring for the seal? (What were his duties?)

4. How did Albert learn how to swim? How did Albert learn how to catch fish? (Paraphase sequence of how John taught the seal. Chart, write on board.)

5. What did John and his family teach Albert? (List in sequence on the board.)

IV. Related Activities

A. Research to discover various kinds of seals and their habits.

B. Draw a picture of your favorite seal.

C. Creative writing: "The Seal in Apartment 6C". Tell how you would keep a seal, where you'd keep it, what you'd feed it, etc. Illustrate. (Consider a discussion of advantages and disadvantages of keeping pets from the wild.)

D. What can you find out about rearing practices? (Animal life cycle of seal.)

E. Find out about the limitations for keeping wild, or exotic, animals in captivity. Consult a zoo or Wildlife Safari near Roseburg.

Book: Mysterious Wisteria (Level 10, R 3-2) Economy - Keys to Reading

Story: "Seal of Frog Island, Part II: Lighthouse Trouble", pgs. 208-214 (TE p. 204)

I. Career and Consumer Education Goals

A. The Student knows:

1 b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

2 a. the personal, social, economic, and political reasons for work in our society.

2 b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

2 c. that in our society a person is dependent on the goods and services of others for welfare and survival.

II. Relationship of story to goals

A pet seal saves the day by being in the wrong place at the right time.

III. Suggested teaching procedures

A. Vocabulary: clank-clank, tower, balance, fuel, shivering, drooped, scold, enjoying

B. Preparatory Remarks:

1. Read the title. What are some of the different ways there may be trouble at a lighthouse?

2. Discuss life on an isolated island. Encourage the idea of the importance of a lighthouse.

3. Discuss how Albert is important to John and how he might be important in the future.

C. Discussion:

1. How did Albert learn his tricks? (Is it possible to train animals? Or do they naturally have these talents and don't have a chance to develop it?)

2. Name some of the tricks that Albert learned. What other animals have you seen do these tricks? How could John and his family have benefited from owning such a smart seal?

3. Why did father jump quickly out of bed?

4. What help did Father need when the light couldn't be turned on?

5. How did Albert save the ship?

6. Why and how did the fire get started?

7. What would you have done if you were in John's situation?

8. What did you learn from this story about the purpose of lighthouses?

9. How are modern ships equipped to prevent such accidents at sea? (radar, sonar, radio signals.)

IV. Related Activities

A. Creative Writing theme: "Albert's Rescue", tell their story.

B. Draw a picture of how the island and lighthouse looked.

C. Design you own lighthouse.

D. Research history of lighthouse. How it works? Why they were first developed.

E. Field trip "Pete's Dragon" which takes place in a lighthouse like the one in "Lighthouse Trouble".

F. Field trip to Fort Columbia.

G. Relate and discuss various other types of warnings at sea. (Radar, sonar buoy, ships horns, flashing lights, signal flags, radio, etc.)

APPENDIX A

Cross-Reference of Goals with Concept-Descriptor Terms and Stories in Basal Readers

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Career Education Goal Statements — Page

The Student knows:

1 a. the physical and emotional benefits of understanding and respecting self and other throughout life---------- 1

b. that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers---------- 2

c. about the varying aptitudes, interests and abilities within group situations---------- 3

2 a. the personal, social, economic, and political reasons for work in our society---------- 4

b. that work is a dignified human activity which gives rights to and requires responsibilities from its participants---------- 5

c. that in our society a person is dependent on the goods and services of others for his welfare and survival---------- 6

d. the physical and psychological reasons for work and leisure activities---------- 7

e. that individuals can learn to function effectively in a variety of job roles---------- 8

Consumer Education Goal Statements

The Student will:

1 a. identify sources of information---------- 9

b. develop skills in use of information---------- 9

Table of Contents (Cont)

Consumer Education Goal Statements			Page
1	c.	relate sources to needs and wants	10
	d.	identify and apply the skills of the decision making process	11
	e.	identify basic principals of financial planning	12
2	a.	know basic terms used in consumer education	12
	b.	recognize relationships of supply and demand	13
	c.	analyze consumer's rights to reasonable safety and quality in products	13
	d.	identify ethical business practices	14
	e.	identify the influence of cultural, economic and social factors on personal values	14

Cross-Reference of Goals with Concept-Descriptor Terms and Stories in Basal Readers.

CAREER EDUCATION GOAL:

1 a. The student knows the physical and emotional benefits of understanding and respecting self and others throughout life.

CONCEPT-DESCRIPTOR TERMS:

1. Benefits
2. Cooperation
3. Acceptance of others
4. Sharing Labor
5. Interpersonal Relationships
6. Resourcefulness
7. Personal satisfaction

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Big Stand	Sun Tree (3,PP 2)	22-32
2. Good Game	Green Feet (5, P)	13-16
3. Pets at School	Green Feet (5, P)	43-47
4. The Box of String	Green Feet (5, P)	93-98
5. Five Shiny Pennies	Blue Dilly Dilly (6, 1)	53-58
6. Angelo and the Big Rig	Blue Dilly Dilly (6, 1)	81-88
7. The Crossover Lady	Blue Dilly Dilly (6, 1)	165-171
8. Take Care of Cristy	Curbstone Dragon (7, 2-1)	109-116
9. Peanut Party	Curbstone Dragon (7, 2-1)	137-142
10. The Popcorn Dragon	Curbstone Dragon (7, 2-1)	235,242
11. Too Many Books	Mustard Seed Magic (8, 2-2)	51-58
12. Fisherman To Farmer	Mustard Seed Magic (8, 2-2)	81-87
13. Steve Becomes a Riverman	Mustard Seed Magic (8, 2-2)	113-117
14. By Flume to Chico	Air Pudding (9, 3-1)	189-198

CAREER EDUCATION GOAL:

1 b. The Student knows that success in a career is dependent on satisfactory interpersonal relationships with employers and fellow workers.

CONCEPT-DESCRIPTOR TERMS:

1. Interpersonal Relationships
2. Sharing Labor
3. Cooperation
4. Planning
5. Job Description

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Boat	Pug (2, PP 1)	55-58
2. Pug and the Frog	Pug (2, PP 1)	73-78
3. The Big Stand	Sun Tree (3, PP 2)	27-32
4. Good Game	Green Feet (5, P)	13-16
5. Pets at School	Green Feet (5, P)	43-47
6. The Box of String	Green Feet (5, P)	93-98
7. Angelo and the Big Rig	Blue Dilly Dilly (6, 1)	81-88
8. The Crossover Lady	Blue Dilly Dilly (6, 1)	165-171
9. Knock Them Down Put Them Up	Curbstone Dragons (7, 2-1)	95-100
10. Take Care of Cristy	Curbstone Dragons (7, 2-1)	109-116
11. The Popcorn Dragon	Curbstone Dragons (7, 2-1)	235-242
12. Too Many Books	Mustard Seed Magic (8, 2-2)	81-87
13. Fisherman to Farmer	Mustard Seed Magic (8, 2-2)	51-58
14. Steve Becomes a Riverman	Mustard Seed Magic (8, 2-2)	113-117
15. Flower Street	Mustard Seed Magic (8, 2-2)	155-163
16. By Flume to Chico	Air Pudding (9, 3-1)	189-198
17. To Buy a Guitar	Mysterious Wisteria (10, 3-2)	162-166
18. Seal of Frog Island: Part II	Mysterious Wisteria (10, 3-2)	208-214

CAREER AND EDUCATION GOALS:

1 c. The Student knows about the varying aptitudes, interests and abilities within group situations.

CONCEPT-DESCRIPTOR TERMS:

1. Benefits
2. Acceptance and Respect
3. Cooperation
4. Sharing Labor
5. Interpersonal Relationships

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Boat	Pug (2, PP 1)	55-58
2. Pug and the Frog	Pug (2, PP 1)	73-78
3. Push Button Bobby	Blue Dilly Dilly (6, 1)	153-158
4. Knock Them Down Put Them Up	Curbstone Dragon (7, 2-1)	95-100
5. Take Care of Cristy	Curbstone Dragon (7, 2-1)	109-116
6. Peanut Party	Curbstone Dragon (7, 2-1)	137-142
7. Little Jeff	Curbstone Dragon (7, 2-1)	175-182
8. Too Many Books	Mustard Seed Magic (8, 2-2)	51-58
9. Fisherman to Farmer	Mustard Seed Magic (8, 2-2)	81-87
10. Steve Becomes a Riverman	Mustard Seed Magic (8, 2-2)	113-117
11. Flower Street	Mustard Seed Magic (8, 2-2)	155-163
12. Any Old Junk	Air Pudding (9, 3-1)	19-28
13. Snowshoe Thompson	Air Pudding (9, 3-1)	199-204
14. Beyond The Footlights	Mysterious Wisteria (10, 3-2)	113-120
15. Seal of Frog Island: Part I	Mysterious Wisteria (10, 3-2)	199-207

CAREER AND EDUCATION GOALS

2 a. The Student knows the personal, social, economic and political reasons for work in our society.

CONCEPT-DESCRIPTOR TERMS:

1. Benefits
2. Reasons for Work
3. Skills and Talent
4. Special Knowledge
5. Dignity of Work
6. Service to Others
7. Conservation
8. Career Improvement
9. Sense of Worth
10. Personal Planning

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Pug and the Frog	Pug (2, PP 1)	73-76
2. The Big Stand	Sun Tree (3, PP 2)	27-32
3. Good Game	Green Feet (5, P)	13-16
4. The Box of String	Green Feet (5, P)	93-98
5. The Crossover Lady	Blue Dilly Dilly (6, 1)	165-171
6. Knock Them Down Put Them Up	Curbstone Dragon (7, 2-1)	95-100
7. Take Care of Cristy	Curbstone Dragon (7, 2-1)	109-116
8. Too Many Books	Mustard Seed Magic (8, 2-2)	51-58
9. Fisherman to Farmer	Mustard Seed Magic (8, 2-2)	81-87
10. Flower Street	Mustard Seed Magic (8, 2-2)	155-163
11. Any Old Junk	Air Pudding (9, 3-1)	19-28
12. By Flume to Chico	Air Pudding (9, 3-1)	189-198
13. Snowshoe Thompson	Air Pudding (9, 3-1)	199-204
14. To Buy a Guitar	Mysterious Wisteria (10, 3-2)	162-166
15. Beyond the Footlights	Mysterious Wisteria (10, 3-2)	113-120
16. Seal of Frog Island: Part I	Mysterious Wisteria (10, 3-2)	199-207
17. Seal of Frog Island: Part II	Mysterious Wisteria (10, 3-2)	208-214

CAREER AND EDUCATION GOALS:

2 b. The Student knows that work is a dignified human activity which gives rights to and requires responsibilities from its participants.

CONCEPT-DESCRIPTOR TERMS:

1. Dignity of Work
2. Sense of Worth
3. Skills and Talent
4. Reasons for Work
5. Special Knowledge
6. Responsibility
7. Pride in Work
8. Resourcefulness

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Pug and the Frog	Pug (2, PP 1)	73-76
2. Five Shiny Pennies	Blue Dilly Dilly (6, 1)	53-58
3. Angelo and the Big Rig	Blue Dilly Dilly (6, 1)	81-88
4. Push Button Bobby	Blue Dilly Dilly (6, 1)	153-158
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8. Too Many Books	Mustard Seed Magic (8, 2-2)	51-58
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14. Seal of Frog Island: Part II	Mysterious Wisteria (10, 3-2)	208-214

CAREER AND EDUCATION GOALS:

2 c. The Student knows that in our society a person is dependent on the goods and services of others for welfare and survival.

CONCEPT-DESCRIPTOR TERMS:

1. Cooperation
2. Sharing Labor
3. Interpersonal Relationships
4. Interdependence
5. Skills and Talent
6. Alternatives
7. Dependability
8. Sense of Worth
9. Safety
10. Service to Others

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Big Stand	Sun Tree (3,PP 2)	27-32
2. The Box of String	Green Feet (5, P)	93-98
3. Five Shiny Pennies	Blue Dilly Dilly (6, 1)	53-58
4. Angelo and the Big Rig	Blue Dilly Dilly (6, 1)	81-88
5. Push Button Bobby	Blue Dilly Dilly (6, 1)	153-158
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9. Peanut Party	Curbstone Dragon (7, 2-1)	137-142
10. Too Many Books	Mustard Seed Magic (8, 2-2)	51-58
11. By Flume to Chico	Air Pudding (9, 3-1)	189-198
12. Snowshoe Thompson	Air Pudding (9, 3-1)	199-204
13. To Buy a Guitar	Mysterious Wisteria (10, 3-2)	162-166
14. Seal of Frog Island: Part I	Mysterious Wisteria (10, 3-2)	199-207
15. Seal of Frog Island: Part II	Mysterious Wisteria (10, 3-2)	208-214

CAREER AND EDUCATION GOALS:

2 d. The Student knows the physical and psychological reasons for work and leisure activities.

CONCEPT-DESCRIPTOR TERMS:

1. Leisure
2. Work vs Leisure
3. Reasons for Work
4. Maintenance
5. Alternatives
6. Career Improvement

STORY	TEXTBOOK (LEVEL)	PAGES
1. Angelo and the Big Rig	Blue Dilly Dilly (6, 1)	81-88
2. The Crossover Lady	Blue Dilly Dilly (6, 1)	165-171
3. Peanut Party	Curbstone Dragon (7, 2-1)	137-142
4. Little Jeff	Curbstone Dragon (7, 2-1)	175-182
5. The Popcorn Dragon	Curbstone Dragon (7, 2-1)	235-242
6. Flower Street	Mustard Seed Magic (8, 2-2)	155-163
7. By Flume to Chico	Air Pudding (9, 3-1)	189-198
8. Snowshoe Thompson	Air Pudding (9, 3-1)	199-204
9. Beyond the Footlights	Mysterious Wisteria (10, 3-2)	113-120

CAREER AND EDUCATION GOALS:

2 e. The Student knows that individuals can learn to function effectively in a variety of job roles.

CONCEPT-DESCRIPTOR TERMS:

1. Career Improvement
2. Preparation
3. Alternatives
4. Job Exploration
5. Reasons for Work
6. Skill and Talent
7. Sense of Worth
8. Sharing Labor

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Fisherman to Farmer	Mustard Seed Magic (8, 2-2)	81-87
2. Steve Becomes a Riverman	Mustard Seed Magic (8, 2-2)	113-117
3. Snowshoe Thompson	Air Pudding (9, 3-1)	199-204

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
1 a. The Student will identify sources of information.	1. Protection Laws 2. Resources 3. Making Choices 4. Advertisements

STORY TITLE	TEXBOOK (LEVEL)	PAGES
1. Too Many Books	Mustard Seed Dragon (8, 2-2)	51-58
2. Any Old Junk	Air Pudding (9, 3-1)	19-28

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
1 b. The Student will develop skills in use of information.	1. Business Practices 2. Protection Laws 3. Wise use of Resources 4. Making Choices 5. Comparative Buying

STORY TITLE:	TEXTBOOK (LEVEL)	PAGES
1. Push Button Bobby	Blue Dilly Dilly (6, 1)	153-158
2. Too Many Books	Mustard See Dragon (8, 2-2)	51-58

CONSUMER EDUCATION GOAL:

1 c. The Student will relate resources to needs and wants.

CONCEPT-DESCRIPTOR TERMS:

1. Long and Short Term Values and Goals
2. Reassessment of Values
3. Supply vs Demand
4. Needs vs Desires
5. Resources
6. Alternative Choices
7. Overcoming Shortages
8. Surplus vs Shortages
9. Making Choices
10. The Wise Buy

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Big Stand	Sun Tree (L.3 PP-2)	27-32
2. Flower Street	Mustard Seed Magic (8, 2-2)	155-163
3. Any Old Junk	Air Pudding (9, 3-1)	19-28
4. To Buy a Guitar	Mysterious Wisteria (10, 3-2)	162-166

CONSUMER EDUCATION GOAL:

1 d. The Student will identify and apply the skills of the decision-making process.

CONCEPT-DESCRIPTOR TERMS:

1. Long and Short Term Values and Goals
2. Reassessment of Values
3. Psychological Factors
4. Resources
5. Alternative Choices
6. Making Choices
7. Comparative Buying

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Five Shiny Pennies	Blue Dilly Dilly (6, 1)	53-58
2. Take Care of Cristy	Curbstone Dragon (7, 2-1)	109-116
3. Any Old Junk	Air Pudding (9, 3-1)	19-28
4. To Buy a Guitar	Mysterious Wisteria (10, 3-2)	162-166

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
1 e. The Student will identify basic principles of financial planning.	1. Inflation 2. Losses through Fraud 3. Spending within an Income 4. Saving vs Spending 5. Wise use of Resources

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Five Shiny Pennies	Blue Dilly Dilly (6, 1)	53-58

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
2 a. The Student will know the meaning of basic terms used in consumer education.	1. Productivity 2. Comparative Buying 3. Supply and Demand 4. Bartering 5. Inflation

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Flower Street	Mustard Seed Magic (8, 2-2)	155-163

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
2 b. The Student will recognize relationships of supply and demand.	1. Resources 2. Needs vs Wants 3. Comparative Buying 4. Surplus vs Shortages 5. Overcoming Shortages

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Peanut Party	Curbstone Dragon (7, 2-1)	137-142
2. Any Old Junk	Air Pudding (9, 3-1)	19-28

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
2 c. The Student will analyze consumers' rights to reasonable safety and quality in products.	1. Protection Laws 2. Business Practices 3. Business Ethics 4. Wise use of Resources

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Big Stand	Sun Tree (L. 3 PP 2)	27-32
2. Five Shiny Pennies	Blue Dilly Dilly (6, 1)	53-58
3. Flower Street	Mustard Seed Magic (8, 2-2)	155-163
4. Any Old Junk	Air Pudding (9, 3-1)	19-28

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
2 d. The Student will identify ethical business practices.	1. Protective Laws 2. Business Ethics 3. Skillful Buying 4. Making Choices

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. Flower Street	Mustard Seed Magic (8, 2-2)	155-163

CONSUMER EDUCATION GOAL:	CONCEPT-DESCRIPTOR TERMS:
2 e. The Student will identify the influence of cultural, economic, and social factors on personal values.	1. Reassessment of Values 2. Psychological Factors 3. Cultural Economic Values

STORY TITLE	TEXTBOOK (LEVEL)	PAGES
1. The Boat	Pug (L. 2 PP 1)	55-58
2. To Buy a Guitar	Mysterious, Wisteria (10, 3-2)	162-166